

# Learning the Ropes:

## Equity Opportunities in California School Funding and School Accountability

*Updated May 2017*



# Overview of Presentation

## **The California School Dashboard and what it tells us about equitable outcomes for students**

- About the California School Dashboard
- Dashboard Reports

## **Leveraging the Local Control Funding Formula to improve student outcomes**

- Equitable Funding
- Local Decision Making
- Accountability

# Is your district achieving equitable outcomes for all its students?

One way to find out is with the



<https://www.caschooldashboard.org/>



A close-up, warm-toned photograph of a student with dark, curly hair looking through the eyepiece of a microscope. The student's face is in profile, and their hand is visible near the base of the microscope. The background is blurred, showing other laboratory equipment.

# About the California School Dashboard



# California School Dashboard

- In March 2017, the state released a field test version of the **California School Dashboard**, the centerpiece of our new school accountability system. The full version of the Dashboard is coming in Fall 2017.
- The Dashboard includes color-coded ratings for districts, schools, and **student groups** on **6 state** and **4 local indicators**.
- The colored ratings are intended to inform local efforts to improve student outcomes, and they will also help determine which schools and districts will receive county or state assistance.



# Color-Coded Dashboard Ratings



Blue (Highest)



Green



Yellow



Orange



Red (Lowest)

The dashboard ratings factor in the current **status** of schools and districts on different measures (like graduation rates, suspensions, math and English test scores, etc.) and the **changes** on these measures over time (whether scores are going up or down). The school or district color-coded ratings are a combination of **status** and **change** on these measures, **blue** indicating the highest score and **red** indicating the lowest.

# Graduation Rate Indicator Five-by-Five Color Table

Here is an example of how the status and change in district performance are combined to come up with the color-coded rating for graduation rates.

## Graduation Change

### Graduation Status

Level	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Very High 95% or greater	N/A	Blue	Blue	Blue	Blue
High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
Median 85% to less than 90%	Orange	Orange	Yellow	Green	Green
Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67%	Red	Red	Red	Red	Red



# Dashboard Reports










# Equity Report

This is the landing page for every school or district on the Dashboard. It shows the overall performance on each indicator and the number of student groups in the lowest two performance levels.

Total number of student groups with a performance level

Total number of student groups with a red or orange performance level

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		9	5
English Learner Progress (K-12)		1	0
<a href="#">Graduation Rate (9-12)</a>		6	0
<a href="#">College / Career</a> <a href="#">Available Fall 2017. Select for Grade 11 assessment results.</a>		N/A	N/A
<a href="#">English Language Arts (3-8)</a>		8	2
<a href="#">Mathematics (3-8)</a>		8	2

N/A means indicator is not applicable or not available








<https://www.caschooldashboard.org/>



# Status & Change Report

This shows the current performance of all students (status) compared to prior year performance (change) on each state indicator.

“Change” reflects the change in data. Both change level and number are reported.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		Medium 4.2%	Increased +0.4%
English Learner Progress (K-12)		Medium 71.2%	Maintained +0.4%
<a href="#">Graduation Rate (9-12)</a>		Very High 97.7%	Maintained +0.4%
<a href="#">College / Career</a> <a href="#">Available Fall 2017. Select for Grade 11 assessment results.</a>		N/A	N/A
<a href="#">English Language Arts (3-8)</a>		Low 21.5 points below level 3	Maintained +5.5 points
<a href="#">Mathematics (3-8)</a>		Low 34.6 points below level 3	Increased +5.9 points

“Status” reflects the most recent data available. Both status level and number are reported.

Blue (Highest) Green Yellow Orange Red (Lowest)

<https://www.caschooldashboard.org/>



# Student Group Report

This shows the performance levels for each student group on state indicators.

Performance level for all students

Performance levels for all student groups

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>			N/A	N/A			*					*		
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">Graduation Rate (9-12)</a>			N/A	N/A			*		*	*		*	*	
<a href="#">College / Career Available Fall 2017. Select for Grade 11 assessment results.</a>		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">English Language Arts (3-8)</a>			N/A	N/A			*			*		*		
<a href="#">Mathematics (3-8)</a>			N/A	N/A			*			*		*		



Blue (Highest)



Green



Yellow



Orange



Red (Lowest)



# California 5-by-5 Placement Reports

This report places schools and student groups on a 5-by-5 status and change ratings grid for each school district.

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 10 points above to less than 45 points above	Orange (None)	Yellow (None)	Green (None)	Green ▪ <a href="#">John S. Wash Elementary</a>	Blue (None)
Medium 5 points below to less than 10 points above	Orange (None)	Orange (None)	Yellow (None)	Green ▪ <a href="#">Fairmont Elementary</a> ▪ <a href="#">Sequoia Elementary</a>	Green ▪ <a href="#">Ronaki W. Reagan Elementary</a>
Low More than 5 points below to 70 points below	Red (None)	Orange ▪ <a href="#">Centerville Elementary</a> ▪ <a href="#">Jackson Elementary</a> ▪ <a href="#">Washington Academic Middle</a>	Yellow Sanger Unified (District Placement)	Yellow ▪ <a href="#">Del Rey Elementary</a> ▪ <a href="#">Lincoln Elementary</a> ▪ <a href="#">Lone Star Elementary</a> ▪ <a href="#">Madison Elementary</a> ▪ <a href="#">Wilson Elementary</a>	Yellow ▪ <a href="#">Jefferson Elementary</a>
Very Low More than 70 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

These reports are available on a separate website at:

<http://www6.cde.ca.gov/californiamodel/>



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# Leveraging the Local Control Funding Formula to Improve Student Outcomes

# The Local Control Funding Formula

The Local Control Funding Formula was signed into state law by Governor Jerry Brown in 2013. LCFF has **3 main components** that are intended to work together to improve education for **low-income students, English learners, and foster youth**.

1

Equitable  
Funding

2

Local  
Decision Making

3

Accountability



# Equitable Funding

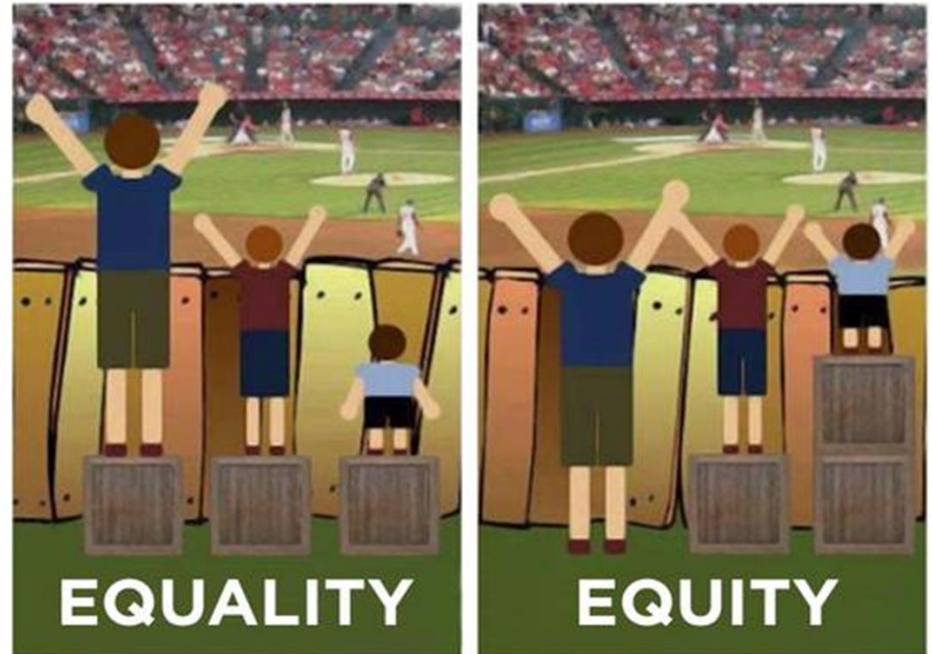


# LCFF is About Equity

*“Equal treatment for children in unequal situations is not justice.”*

– Governor Jerry Brown, January 2013 State of the State speech

- LCFF recognizes that students with additional academic needs—low-income, English language learner, and foster youth students—need **additional financial resources** to ensure equity of opportunity.
- LCFF is an important step toward **closing opportunity and achievement gaps** that separate many students from their more advantaged peers.





# LCFF Equitable Funding Basics

- LCFF is the way California **sends funding to school districts**
- LCFF allocates base resources to all students and extra resources based on how many **low income, foster youth,** and **English learner** students a district serves.
- Districts must increase or improve services that support these students in proportion to the extra resources they generate.

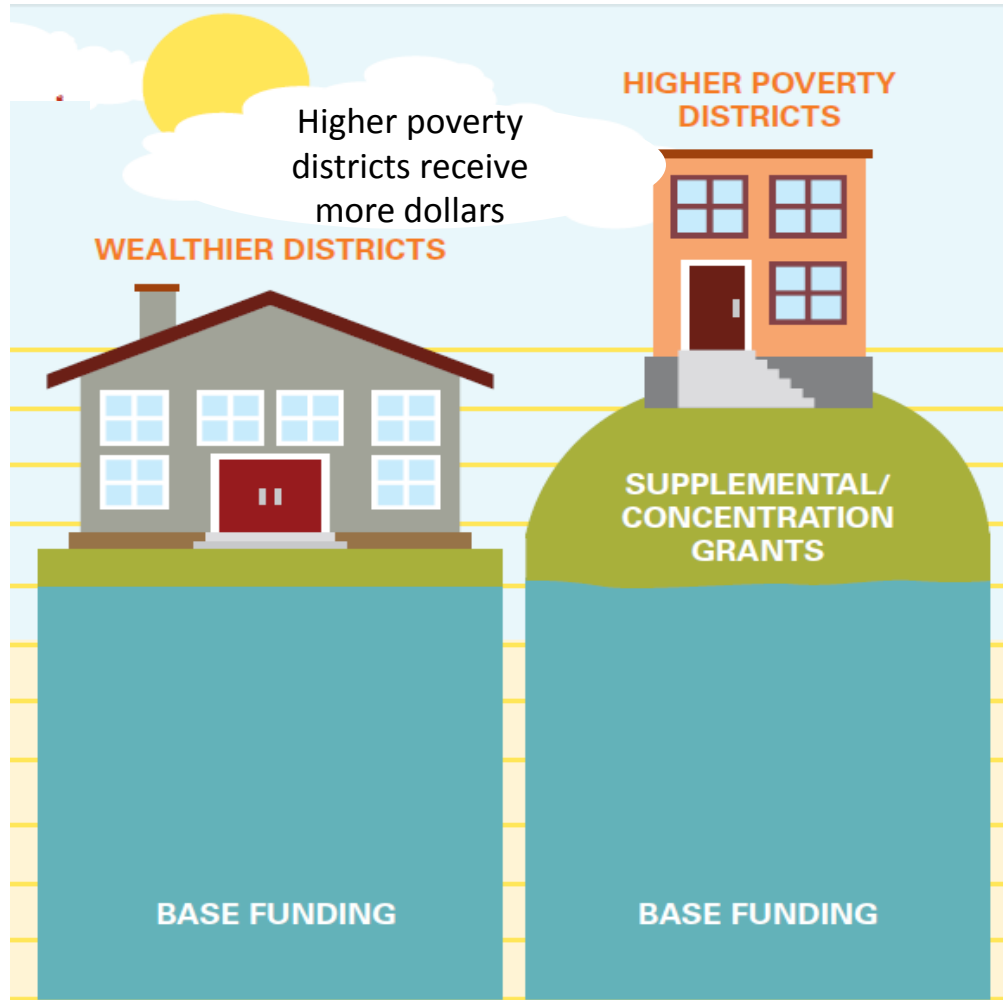
# How Does LCFF Work?

## There are 3 buckets of funding under LCFF:

1. Base grants provide districts with the bulk of their funding. These per-pupil grants vary by grade level and are adjusted each year for cost of living. In 2016-17, base grants were \$7,820 in grades K-3, \$7,189 in grades 4-6, \$7,403 in grades 7-8, and \$8,801 in grades 9-12.
2. Supplemental grants provide districts with **20% more funding** for each student who is either low income, an English language learner, and/or in foster care (i.e. high need).
3. In districts where at least 55% of students are high need, concentration grants provide additional funding. For each low income, English learner, or foster youth student above the 55% enrollment threshold, the district receives an **additional 50% in funding**.



# Funding Equity Under LCFF



# LCFF Spending Requirements

## 1. Spending on High-Need Students

- Districts are required to spend *no less* on high-need students than they have in the past
- Districts should add to this spending as they receive new LCFF supplemental and concentration funds

## 2. Use of Supplemental & Concentration Grants

- Districts must increase or improve services for their high-need students and supplemental & concentration funds are intended for this purpose.

## 3. Use of Base Grants

- Base funding is intended for general educational services and operations, including the core instructional program that all students receive.



# Local Decision Making



# The Local Control and Accountability Plan

- Under LCFF, districts complete a **Local Control and Accountability Plan**, or LCAP.
- Districts use the LCAP to:
  - Report their district's **goals, programs, services, and expenditures**;
  - Show how they intend to **address the needs** identified by the **Dashboard**; and
  - Report how they plan to **increase and improve services** for high-need students.
- The LCAP is a 3-year plan that is influenced by **input from district stakeholders** including parents, teachers, students, principals, and community members.
- You can get involved and have a say in your district's plan!



# What LCAPs Must Include



## EACH DISTRICT AND EACH SCHOOL MUST HAVE:

- ✓ Goals
- ✓ Actions
- ✓ Related budget

## FOR EACH MAJOR STUDENT GROUP:

- ✓ Each race/ethnicity
- ✓ Low-income students
- ✓ English learners
- ✓ Students with disabilities
- ✓ Foster youth
- ✓ Homeless youth

## ACROSS 8 PRIORITY AREAS:

- 1 Student achievement
- 2 Student engagement
- 3 Other student outcomes
- 4 School climate
- 5 Parental engagement
- 6 Basic services
- 7 Implementation of standards
- 8 Access to courses



These requirements are written into the LCFF statute. The LCAP template requires even more.



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# Sections of the LCAP Template

Districts are required to use a state-designed template to complete their LCAP

Section	Required Contents
Plan Summary*	<ul style="list-style-type: none"><li>• Description of the district and LCAP highlights</li><li>• Description of district progress, areas for improvement, and identification of student groups most in need based on Dashboard ratings</li><li>• Summary of budget information</li></ul>
Annual Update	<ul style="list-style-type: none"><li>• Expected outcomes compared to actual outcomes</li><li>• Prior year planned actions, services, and expenditures compared to actual actions, services, and expenditures</li><li>• Analysis of how effective implemented programs/services were at meeting related goals</li></ul>

\*New for the 2017-18 LCAP

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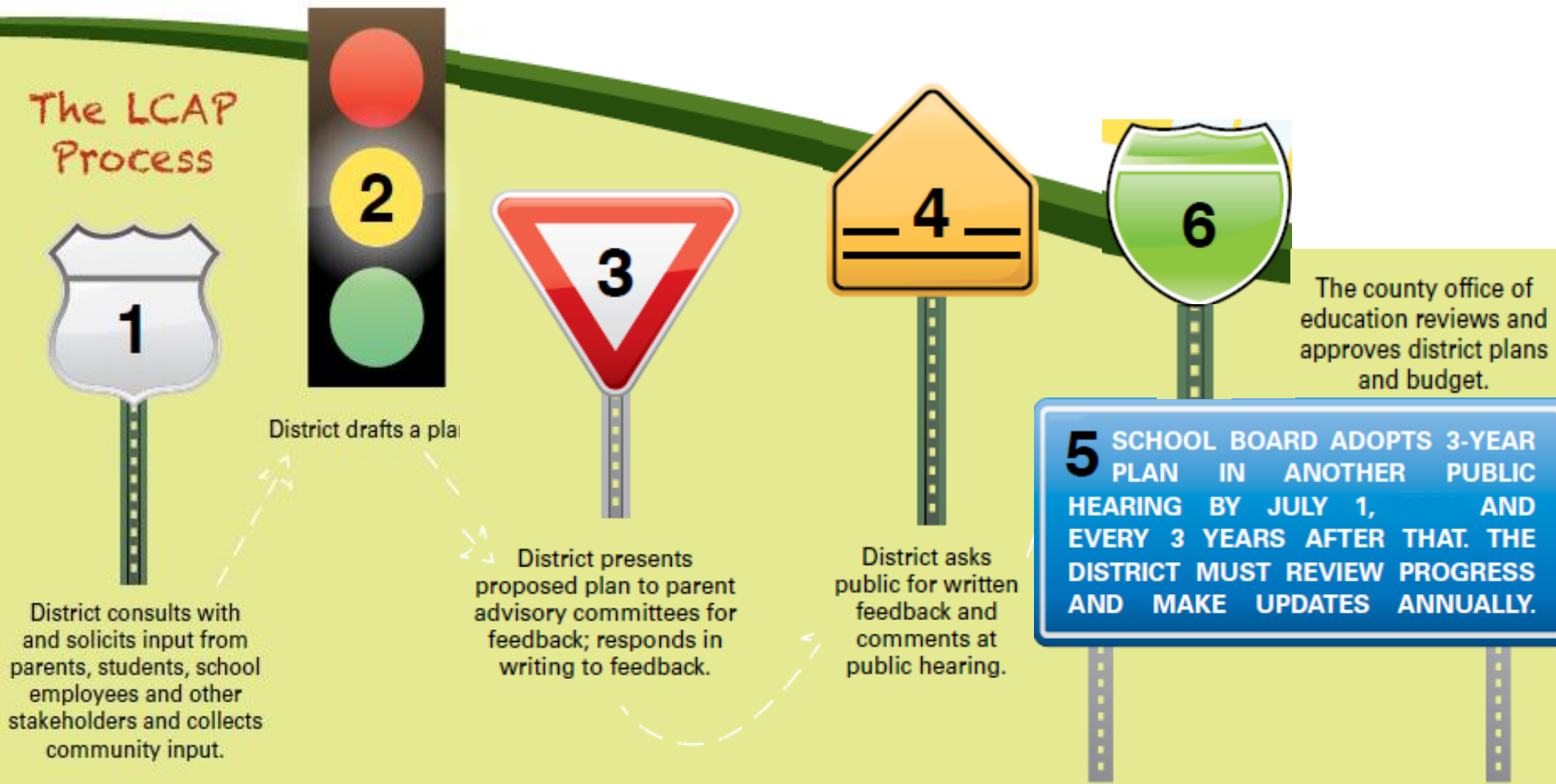




# Sections of the LCAP Template

Section	Required Contents
Stakeholder Engagement	Stakeholder engagement process district implemented and impact of stakeholder engagement on LCAP
Goals, Actions, & Services	District goals and actions a district will take to meet these goals and planned investments to implement actions
Demonstration of Increased or Improved Services for High Need Students	Description of actions taken and services provided to increase or improve services for targeted student groups

# The LCAP Process





# LCAP Stakeholder Engagement Requirements

Districts are required to take specific actions to involve district stakeholders in completing the LCAP.

## ENGAGEMENT REQUIREMENTS

Consult with “teachers, principals, administrators, other school personnel, parents, and pupils” in completing the plan.

Present the plan to the parent advisory committee (PAC) and district English learner advisory committee (DELAC) for review and comment. The superintendent must respond in writing to the parent committees’ comments.

Notify members of the public of the opportunity to make written comments.

Review school site council plans to ensure district actions are consistent with school site-level strategies.

Hold a public hearing to solicit public recommendations and comments. Post the agenda at least 72 hours before the public hearing and include where the plan is available for review.

Hold the public hearing on the plan and the budget at the same meeting.

Adopt the plan at a public school board meeting. The adoption meeting must be after the public hearing (and not during the same meeting). The plan and budget must be adopted at the same meeting.

Post the plan on the district website.



# The LCAP & Transparency

When districts share clear, accessible budget information, stakeholders can meaningfully engage in the decision-making process.



## How districts can best share district financial information:

For LCFF expenditures, identify whether they are base or supplemental & concentration

Show the change in dollars coming in to the district from year to year

Share with stakeholders unavoidable financial obligations that will tie up district funding

Present district budget information in visually engaging ways, using easy-to-understand language (no “budget speak”).

# How Can Community Stakeholders Get Engaged?



- Follow your school and district on Facebook and Twitter
- Attend district town halls, input sessions, and board meetings
- Join your district's parent advisory committee or district English learner advisory committee
- Work with community-based organizations that advocate to your district
- Contact your district and school leaders directly
- Contact your school board members directly

# Questions to Ask Your District

- What are your district's areas of **strength** and areas in need of **improvement**? What groups of students need additional support?
- How does your district plan to use funds **targeting** low-income students, English learners, foster youth, and other high-need groups of students?
- How will the plans **benefit** these groups of students?
- How is the district **evaluating progress** toward LCAP goals?

# Accountability



# The Dashboard is a Central Component of the State's Accountability System

The Dashboard helps you see how your school and district are doing, but it also:

- Assists district leaders and stakeholders in assessing district **strengths** and **areas for growth**
- Assists county offices of education in offering **technical assistance** and **support** to districts
- Assists the state, districts, and stakeholders in determining which schools **need more support** and the **kind of support** schools need
- Assists the state in determining which districts and schools need more significant intervention





# The Every Student Succeeds Act and What it Means for California Schools

The Every Student Succeeds Act, or ESSA, is the federal education law that recently replaced No Child Left Behind in 2015. Under ESSA, California must:

- Define long-term, ambitious **goals** for school performance
- Identify **incremental progress targets** for performance focused on **closing gaps for student groups** on the lower end of gaps
- Decide how to identify schools performing in the bottom 5%, called **Comprehensive Support and Improvement Schools**

Continued 



# The Every Student Succeeds Act and What it Means for California Schools

- Define how to identify schools that are overall okay, but have student groups with performance comparable to the bottom 5% of schools, called **Targeted Support and Improvement Schools**
- Define how to identify schools where student groups are consistently underperforming, called **Additional Targeted Support and Improvement Schools**.
- Determine how districts, county offices of education, and the California Department of Education will **support schools in improvement** efforts



# Who Holds Schools and Districts Accountable and How?

Who	Their role
Parents, students, teachers, parent committees, community members	<ul style="list-style-type: none"><li>• Provide input, feedback, and consultation on district priorities and programs included in LCAPs</li><li>• Provide input and feedback on school improvement plans</li></ul>
District boards of education	<ul style="list-style-type: none"><li>• Adopt LCAP and budget</li><li>• Request technical assistance for districts from COEs and the CCEE</li></ul>
Districts	<ul style="list-style-type: none"><li>• Approve improvement plans for schools that are identified as needing “Targeted Support and Improvement”</li><li>• Develop improvement plans for schools that are identified as needing “Comprehensive Support and Improvement” (The state must review and approve these plans)</li><li>• Support struggling schools to improve</li></ul>

Continued 



# Who Holds Schools and Districts Accountable and How?

Who	Their role
County Offices of Education (COE)	<ul style="list-style-type: none"><li>• Approve district LCAPs if all 3 are true:<ol style="list-style-type: none"><li>1) LCAP adheres to the template</li><li>2) District's budget is sufficient to fund the planned actions and services (Note: cannot reject LCAP on its substantive merits); and</li><li>3) District spends Supplemental and Concentration \$ appropriately</li></ol></li><li>• Provide technical assistance to districts that:<ol style="list-style-type: none"><li>1) Have at least one student group in red or orange on at least 2 Dashboard indicators and do not improve</li><li>2) Do not have their LCAPs approved</li><li>3) Have their school boards request assistance</li></ol></li></ul>

Continued 



# Who Holds Schools and Districts Accountable and How?

Who	Their role
California Collaborative for Education Excellence (CCEE)	<ul style="list-style-type: none"><li>• Provides technical assistance and support to districts referred by their COE due to a lack of improvement on Dashboard indicators</li><li>• Can provide technical assistance to districts when a district's board requests it</li><li>• Refers districts that do not implement recommendations or are significantly struggling to state Superintendent of Public Instruction</li></ul>
State Board of Education	<ul style="list-style-type: none"><li>• Shapes LCFF and LCAP policy</li><li>• Decides how schools and districts are held accountable and by whom</li><li>• Approves the ESSA state plan</li></ul>

\*The State Board of Education is currently developing school accountability right now through the ESSA State plan! Find out more here: <https://west.edtrust.org/equity-accountability-what-you-need-to-know/>

Continued 



# Who Holds Schools and Districts Accountable and How?

## Who

## Their role

State Superintendent of Instruction (SSPI)

- Intervenes in districts that:
  - 1) Fail to improve outcomes for 3 or more student groups in 1 or more Dashboard indicators in 3 out of 4 school years; and
  - 2) Are referred by the CCEE
- Can intervene by doing any of the following:
  - 1) Changing LCAP
  - 2) Revising the district budget
  - 3) Ending actions or services; and
  - 4) Appointing an academic trustee to direct intervention
- Approves improvement plans developed by districts for schools performing in the bottom 5% on Dashboard indicators
- Intervenes directly in schools in bottom 5% for at least four years





# LCFF/LCAP/Dashboard Resources



[www.lcapwatch.org](http://www.lcapwatch.org)

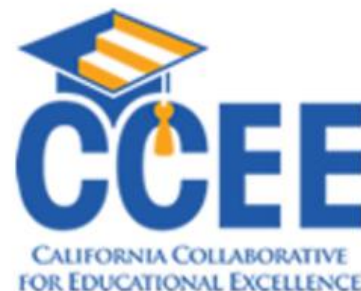
*Find LCAPs for all California school districts,  
and find more LCAP resources*



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